



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports
For Schools with Residential Provision**

Ellesmere College

September 2018



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School's Details

College	Ellesmere College			
DfE number	893/6001			
Registered charity number	1103049			
Address	Ellesmere College Ellesmere Shropshire SY12 9AB			
Telephone number	01691 622321			
Email address	office@ellesmere.co.uk			
Headteacher	Mr Brendan Wignall			
Chair of governors	Mr Charles Lillis			
Age range	7 to 18			
Number of pupils on roll	547			
	Boys	360	Girls	187
	Day pupils	302	Boarders	245
	Junior school	122	Senior school	237
	Sixth form	188		
Inspection dates	25 to 27 September 2018			

1. Background Information

About the school

- 1.1 Ellesmere College is a co-educational day and boarding school for pupils aged 7 to 18 years, situated on the outskirts of Ellesmere, Shropshire. It has a junior and senior school with sixth form provision. There are 7 boarding houses including a junior boarding house.
- 1.2 Founded in 1884, the school is a Church of England foundation and part of the Woodard group of Anglican schools. The board of trustees are responsible for governing and overseeing the work of the school.
- 1.3 Since the previous inspection the school has built additional provision for sport and refurbished some of the boarding provision and science laboratories.

What the school seeks to do

- 1.4 The school aims to provide a nurturing and supportive environment to educate young people to enable them to do the best they can, and achieve their full academic potential. It seeks to prepare the pupils to live adult life successfully, with a sense of personal fulfilment and consideration for others.

About the pupils

- 1.5 Pupils come from a range of professional and farming backgrounds, from families living within a 20-mile radius of the school. Boarders come from across the world and 30 nationalities are currently represented. National standardised test data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 155 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia. All of these pupils receive additional specialist help. Seven pupils have an education, health and care plan. English is an additional language (EAL) for 101 pupils, whose needs are supported in specialist classes and by their classroom teachers. Data used by the school have identified 52 pupils as being the most able in its population, and the curriculum is modified for them and for 11 other pupils with special talents in sport.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as met or as not met. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The junior school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 performance has been in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils have positive attitudes to learning.
- Pupils achieve extremely well in a wide range of sports and activities.
- Pupils' skills in information and communication technology (ICT) are well developed.
- Pupils' progress slows when teaching provides fewer opportunities for independence and exploration in their learning.
- Pupils are not always provided with sufficient challenge to achieve as much as possible in their learning.

3.2 The quality of the pupils' personal development is good.

- Pupils are confident and assured in most of what they do.
- Pupils demonstrate strong collaborative and co-operative skills in their boarding and school life.
- Pupils have a clear spiritual understanding and good appreciation of the non-material aspects of life.
- Pupils contribute strongly to others outside the school community.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that pupils are enabled to demonstrate and strengthen their initiative and skills at working independently across all subjects, so that they achieve as much as possible in their learning.
- Ensure that all pupils are provided with sufficient challenge or opportunities for investigation and exploration to engage them strongly in their learning and raise their overall attainment.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils throughout the school, including those with SEND or EAL, make good progress overall in their learning, as seen through lesson observations, scrutiny of pupils' work, and analysis of the school's assessment data. This is due to the effective support and guidance that governors and senior leaders give to staff to enable them to help pupils learn effectively. Results in A-level examinations and the overall ability profile of the sixth form indicates that pupils make appropriate progress in relation to the average for pupils of similar abilities. This represents, in most respects, successful fulfilment of the school's aims. The vast majority of parents said that the school promotes effective learning, and that their children make good progress and develop a range of appropriate skills for the future. Data from baseline assessments and monthly testing across subjects are used to track the progress of individual pupils from their starting points. The teaching highlights areas to develop for individual pupils but does not always provide sufficient challenge across all subject areas so that pupils know how to achieve as much as they can and raise their overall attainment further.
- 3.6 The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been above, and A-level results similar to, the national average for maintained schools. International Baccalaureate (IB) results are in line with the world average over the same period and BTEC Diploma results are significantly above the national average. Results show slight improvement over time. The more able pupils achieve highly, in line with expectations. At A level, girls have outperformed boys in most subjects.
- 3.7 Data demonstrate that pupils with SEND achieve in line with their peers. This is because they are well-supported by the learning support department, who adapt the curriculum for small group and individual one-to-one teaching. This allows pupils a greater length of time to grasp concepts and to develop their skills confidently. For example, in one lesson, additional support for pupils with SEND developed their essay writing skills and improved the clarity of their thought and argument. Pupils with EAL make rapid progress in their learning and the oldest achieve high levels of success in the International English Language Testing System and in the English-Speaking Board. This is because they are well supported by specialist teaching and the opportunities afforded by living within an international boarding community, where they practise and develop their fluency in spoken English.
- 3.8 Pupils have positive attitudes to learning. They demonstrate good knowledge and age-appropriate skills across the curriculum. Pupils work collaboratively and co-operatively when teaching includes a range of activities that helps them to reinforce their learning. Younger pupils' progress slows in a few lessons that do not provide the opportunity for independence or investigation. Pupils respond with enthusiasm to teaching that offers support for their individual needs, and in the most effective lessons, provides them with appropriately high levels of challenge. For example, in physics, older pupils experimented and collaborated very well together to record results on wave theory, and in mathematics, pupils developed a deeper understanding of how to convert units. Pupils with SEND made good progress in improving their writing skills, and pupils with EAL improved their fluency through effective teaching and support. On a few occasions, older pupils are not sufficiently challenged and as a result, they do not achieve as much as they could in their learning. In the sixth form, pupils discuss and debate, persevere with complex problems and support one another well in their learning, suitably guided by their teachers.
- 3.9 Pupils of all ages and abilities develop good, and often excellent, communication skills. The youngest pupils are secure in their reading and confident in conversation, while older pupils write clearly across a range of subjects. Pupils are articulate, and most express their ideas well and listen attentively to one other. For example, when creating travel writing for a brochure, younger pupils discussed features of effective writing with enthusiasm. In one English lesson, older pupils were able to discuss the use of figurative and literal language in a particular text. In Spanish, sixth form pupils analysed a complex

and challenging text successfully for linguistic content. Senior pupils' written work is mostly of a good quality across the curriculum. Scrutiny of sixth form work demonstrated examples of good quality written work, with some notable efforts in the extended essay projects and university essay competitions.

- 3.10 Most pupils show an increasing understanding of mathematical concepts and methods, and apply skills successfully, appropriate to their age. Junior pupils work well on their given tasks, but progress slows when they have fewer opportunities to investigate or explore numbers practically. Senior pupils demonstrate sound numeracy skills. For instance, pupils showed skill in successfully drawing tangents and calculating gradients. The oldest mathematicians showed high levels of competency when using complex numbers. Pupils apply their mathematical skills successfully across other subjects, as observed in the sciences, ICT and geography.
- 3.11 Pupils have well-developed technological skills and confidently apply their skills across the curriculum. They use ICT well to support their independent research and learning, as seen through sixth form projects in science, history and English. Older pupils apply their ICT abilities well when researching for their own created pieces in drama, and as an aid towards music composition. Pupils with SEND use dictation software effectively on mobiles and tablets to reinforce their learning, and pupils make mature and effective use of ICT to supplement their learning in modern foreign languages. Pupils value the school's online learning environment and said that it supports their research, provides a wealth of resources and helps them communicate with staff.
- 3.12 Pupils acquire effective study skills and are able to plan and organise their own work. Older pupils read critically to challenge their own understanding. More able pupils demonstrate effective study skills through their higher-order thinking, the ability to analyse complex problems, and in their use of focused questioning to deepen understanding. Older pupils successfully employ hypothetical reasoning to explore ideas, as observed in German, physics and mathematics lessons. In Latin, the oldest pupils used their linguistic knowledge successfully to extract meaning in English, and senior pupils extended their ability to use the library effectively to check the authenticity and reliability of news stories and sources of information. From Year 7, pupils draw their knowledge successfully from a variety of sources, especially from researching online. Pupils are confident in working collaboratively to complete tasks and those in boarding said that this supports them well in their learning. Most pupils reflect on their learning and focus effectively upon the connections between different parts of the subjects they study, thus developing their skills for future education and employment.
- 3.13 Most pupils enjoy good success in some aspect of their academic or extra-curricular work. Many excel in sport. Pupils demonstrate their readiness to take part and gain awards in music, speech and drama, which reflects the range of talents they possess. High-level creative acting skills were evident in theatre studies lessons for older pupils. The chamber choir have enjoyed recent competitive success and many pupils participate competitively and successfully in a broad range of sporting events. Pupils enjoy success in national competitions for mathematics and science Olympiads. There is individual success in representative sporting honours at county and national level in football, cricket, hockey, tennis and rugby. The shooting team have been highly successful in competitions, including the national independent schools' shooting competition. Pupils have represented their country in swimming at many international events, including the Commonwealth games in 2018. All pupils of a certain age take part in the Duke of Edinburgh Award scheme and many continue to Gold Award level. Many participate in Combined Cadet Force activities and develop their leadership roles. A large majority of pupils achieve to a high level in their chosen sports due to the wide-ranging sports on offer and in which they take part.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is good.
- 3.15 Throughout the school many pupils demonstrate a quiet confidence and self-assurance, and a belief in their own abilities. Most want to be a positive part of their school community. Pupils have a strong sense of their strengths and how to improve in their work. They display resilience and commitment to achieve, particularly if they are part of a drama or musical performance, the school swimming squad or a sports academy, or if they aspire to apply for a highly competitive university course. Whether as individuals or as part of a team, most want to give their best and not let others down. This is due to the ongoing support pupils receive from individual boarding and teaching staff to help them achieve their goals. It is also because governors and senior leaders have successfully embedded the school's ethos, and supported staff to be able to provide a nurturing environment. Pupils in the junior school integrate well, support each other in developing friendships, and look after each other. In interview, younger pupils confidently described projects where they plan collaboratively in teams to produce their work. In one art lesson, older pupils demonstrated enjoyment and quiet resilience in recreating a still life painting whilst scaling the original up in size, and in a media studies lesson they demonstrated confidence and assurance in producing a range of materials for a media project.
- 3.16 The notable success that many individuals achieve in the sports and extra-curricular activities contribute to pupils' self-confidence. Pupils celebrate each other's achievements and are eager to participate in sport, music, drama, and in the varied activities offered by the school. In their questionnaire responses, most pupils confirmed that boarding helps them to become more confident and independent, preparing them well for the next stage of their lives.
- 3.17 Most pupils demonstrate that they can make sensible decisions that affect their lives, and take others into consideration. For example, pupils are effective in supporting new members of their boarding house, and take time to help them find their way around the school. They understand that building good rapport with others helps individuals to benefit from their time in the school and supports the whole school community. In lessons observed, pupils were most animated when there was opportunity to work together with others which involved some aspect of decision making. For example, younger pupils discussed film reviews, and how to present these effectively to an audience. In interview, sixth form pupils explained that they are eager to set a good example to younger pupils, not only to support the ethos and values of the school, but also to show an appreciation of what they have received in their time there. Pupils in the senior school are aware that they have important decisions to make, and said that they had received helpful advice when making subject choices and in planning for their future studies or work.
- 3.18 Pupils have a well-informed spiritual understanding from their experience of weekly chapel services. They demonstrate a strong sense of appreciation for their surroundings and are able to reflect on the non-material aspects of life. Pupils enjoy the beauty around them, and the sense of calm that this brings to their everyday lives. Most appreciate the opportunities for quiet reflection in chapel services, whatever their faith or beliefs. When provided with the opportunity, pupils are able to learn from others around the world in their boarding houses and in lessons. This contributes effectively to their developing sense of awareness and respect for others. In boarding, pupils share their life and faith experiences, enhancing their appreciation of other cultures and faiths, and building stronger friendships and rapport with one another. During Ramadan, boarders are given opportunity to talk about why they are fasting, providing their peers with a clearer understanding of different faiths.

- 3.19 Almost all pupils and parents in their questionnaire responses agreed that the school helps and expects pupils to behave well. Most pupils said that they understand the system of sanctions and are willing to take responsibility for their own behaviour. Pupils generally have a good understanding of rules and laws. The vast majority learn to take responsibility for their own actions, and have a keen awareness of the potential impact of their behaviour upon others, both online and in the real world. The vast majority respect others within the school community, and only on a very rare occasion was evidence of some low-level disrespect observed.
- 3.20 Pupils are socially aware, and work well together to contribute to their school and to the wider community. In lessons, pupils are almost always considerate towards each other. Pupils across the year groups engage enthusiastically in activities such as house singing and house drama, which contributes positively to the enhancement of the lives of everyone in the school community. Many pupils are involved in teams for sport, where they work together to win or lose well. They are typically proud when they are given responsibilities and seek to fulfil them to the best of their capabilities. Pupils generally give each other the space to express their own ideas and opinions, and listen attentively to others in discussion and debate. In the junior school, pupils have developed strong friendships because of the proactive approach of staff to help them integrate. Many older pupils help as 'buddies' to younger pupils, and as prefects in school and in boarding they help effectively with the running of the school.
- 3.21 Pupils support one another effectively as a natural part of their lives in boarding. The vast majority demonstrate the capacity to make positive contributions to their local school community and to the wider world. For instance, the 'green team' are working with the local council to clear a pond. Pupils are involved in recycling, and are strongly aware of the need to limit the use of plastic and to recycle what they can in school. Pupils are involved in charitable fund-raising in local, national, and international initiatives, including a small number of pupils visiting the schools they support. Pupils share their talents in singing when they go out to sing in local care homes, and willingly help in school events, showing the pride they take in their school. Pupils volunteer to take part in social evenings and perform in music, drama, or in poetry readings. They also contribute effectively in singing in assemblies, either as individuals or as a whole choir, enhancing the lives of all within the community.
- 3.22 Pupils throughout the school, celebrate different traditions and cultures. For instance, sixth form pupils organised a European-themed cake sale for European languages day, celebrating the diverse backgrounds and cultures of the pupils and staff and also raising money to support projects in Tanzania, where the school works in partnership with villages and schools. Those with EAL become fully involved and take part in activities, and enjoy British cultural experiences. Pupils new to the school, including those who come from abroad, are welcomed, and almost all said that they feel part of the community. Boarders learn well from living in an international community. It broadens their horizons and develops their acceptance of others.
- 3.23 Almost all pupils who responded to the questionnaire reported that they know how to keep safe, including when online. This is due to the effective personal, social, health education programme that pupils follow weekly as part of their wider education, together with guidance on online safety and advice from external speakers. Pupils demonstrate good awareness of healthy eating. All pupils understand the importance of physical exercise. For example, boarders regularly exercise before breakfast. Almost all pupils take part in a wide range of sports and activities, enhancing their sports skills and their physical and mental well-being. This is as a result of leaders' and governors' development of wide-ranging sports provision in response to their analysis of the needs of the pupils.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and assemblies. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Flora Bean	Reporting inspector
Dr Ian Richardson	Compliance team inspector (deputy head, ISA school)
Mr Richard Batchelor	Team inspector (headmaster, IAPS school)
Mr Neal Parker	Team inspector (vice-principal, HMC school)
Mr Toby Seth	Team inspector (deputy head, HMC school)
Mr Jason Slack	Team inspector (headmaster, HMC school)
Miss Kathryn Tipton	Team inspector for boarding (vice-principal, HMC school)
Mr Paul Barlow	Team inspector for boarding (head of boarding, IAPS school)